

Effectiveness of Differentiated Instructions in Enhancing Speaking Skills among Elementary Learners

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ABSTRACT

This study aimed to assess the effects of differentiated instruction on the speaking skills of sixth-grade pupils in a private school in Arayat, Pampanga, during the Academic Year 2023-2024. The researchers employed a quantitative approach which entails quantifying and analyzing variables to obtain results. Under the quantitative is the quasi-experimental research which involves evaluating interventions without using randomization. Moreover, it aimed to demonstrate causality between an intervention and an outcome. The study's respondents consisted of eighteen grade six pupils. Additionally, the study employed a scoring rubric to evaluate the speaking skills of the respondents. It evaluates five aspects of speaking—vocabulary, grammar, fluency, pronunciation, and content. Each aspect is scored from 1 to 5, yielding four levels: Level 1 (Beginning), Level 2 (Intermediate), Level 3 (Advanced), and Level 4 (Proficient). The data was interpreted using percentages, mean, and paired test. The findings revealed a highly significant difference in the pre-task and post-task results of the pupils before and after the implementation of differentiated instruction. Furthermore, the findings revealed that the level of speaking skills of the pupils significantly changed after the researchers administered the two differentiated instructions. This implies that the use of differentiated instructions enhanced the speaking skills of the pupils.

KEYWORDS

differentiated instructions, roleplaying, storytelling, speaking skills

1. Introduction

The development of accurate and fluent speaking skills is a crucial aspect of language learning for all students, as emphasized by various researchers (Amiruddin et al., 2022). In addition, effective speaking enables individuals to engage in social interactions and convey ideas, opinions, and information, thus facilitating communication in various contexts (Hunter et al., 2019). As emphasized by Gillis (2013), speaking skills hold significant importance in professional endeavors and personal growth. Moreover, Rao (2019) underlines speaking skills as paramount for effective global communication, echoing Ansary's notion of the powerful impression created by proficient speaking skills (cited in Gillis, 2013). However, challenges often arise for students to achieve proficiency in speaking. Clark (2020) identifies fear of failure, misunderstanding, and grammar errors as primary barriers to English speaking, a sentiment corroborated by Suryani et al., (2020), who also identify grammar, pronunciation, and vocabulary as impediments to speaking fluency. Umisara et al., (2021) pinpoint communication apprehension, test anxiety, and fear of negative evaluation as triggers for speaking anxiety. Furthermore, The Philippines, renowned as a hub for English as a Second Language (ESL) students, boasts a population where two-thirds are proficient in English (Marias, 2021). However, concerns have arisen regarding the decreasing level of English proficiency among Filipinos, as noted by Suarez (2020). Suarez

attributes this decline partly to inconsistent quality of English instruction, including varying levels of fluency among teachers, even including native English speakers. This has led to potential inaccuracies in language input received by students, impacting grammar and pronunciation (Shen & Chiu, 2019).

The classroom serves as an essential platform for honing speaking abilities, as highlighted by Rao (2019), necessitating teachers' comprehension of learners' challenges to implement effective strategies. As classrooms become more collaborative, aligning with the structure of contemporary workspaces (Green et al., 2019). Along with the evolving landscape of education, new teaching methodologies continue to emerge, offering diverse learning opportunities for students (Zens, 2021). As a result, differentiated instruction has gained recognition as an effective approach for catering to the individual needs of students within heterogeneous classrooms (Magableh & Abdullah, 2021). However, implementing Differentiated Instruction (DI) presents challenges for experienced and pre-service teachers in heterogeneous classrooms, indicating persistent difficulties in its effective application (Shareefa et al., 2019).

Although differentiated instructions have been recognized as beneficial in improving learners' success and performance, empirical research has yet to be conducted to assess the impact of differentiated instruction on enhancing speaking abilities and skills among elementary learners in the Philippines. Thus, more research is needed to investigate how differentiated instruction influences pupils' speaking skills. The purpose of this study was not limited to merely investigating the difficulties learners encounter when speaking; rather, it sought to enhance the speaking skills of elementary by employing differentiated instruction that served as an intervention or treatment. This study investigated the impact of differentiated instruction on speaking skills among elementary learners. It evaluated the effectiveness of roleplaying and storytelling activities in improving pupil's speaking skills. The research also explored how educators and pupils perceived and engaged with these practices and offer guidance to elementary learners.

This study aimed to determine if differentiated instruction effectively enhanced the speaking skills of sixth-grade pupils in one of the private schools in Arayat, Pampanga, during the 2023-2024 school year through roleplaying and storytelling activities. It specifically addressed the following questions: 1. How may the pupils' speaking skills be described before the implementation of differentiated instruction: 1.1.) storytelling; 1.2.) roleplaying? 2. How may the speaking skills of the pupils be described after the implementation of differentiated instruction? 2.1.) storytelling 2.2.) roleplaying; 3. Is there a significant difference between the pre-task and the post-task scores of the pupils? Based on the questions stated, these hypotheses are drawn: (1) There is no significant difference in pupils' speaking skills before and after the implementation of differentiated instruction. (2) There is no significant difference between the pupils' pre-task and post task scores.

2. Literature

Speaking performance of learners

Speaking is an essential skill for developing and enhancing effective communication. In addition, speaking is one of the most challenging skills students can acquire since it requires much practice and exposure (Leong & Ahmadi, 2017). However, teaching speaking can be quite difficult due to each student's unique educational needs.

According to Castañeda (2019), students have few opportunities to engage in speaking activities in the classroom and practice their speaking skills outside of school. Consequently, the students always need help with speaking. Each learner faces unique challenges when it comes to speaking. The challenges to pupils' speaking ability can be discerned by examining several components of speaking (Saldaria et al., 2019).

In the study of Mohamed, R. H. (2022) entitled “Obstacles Faced by Students in Speaking English”, based on the research findings, learners primarily face four key issues in speaking: personal problems, linguistic problems, social problems, and environmental problems. Common challenges pupils encounter when speaking in English include a lack of confidence, limited vocabulary knowledge, hesitation, anxiety, fear of making errors, absence of a conducive practice environment, and insufficient teacher motivation. While in the study of Muamaroh, M., and Rahayu, K. S. (2022) entitled “Students’ Problems in Learning English-Speaking Skills,” the findings show that there are two aspects of students’ problems in learning English-speaking skills, namely linguistics aspects and psychological aspects. The linguistic elements include the lack of vocabulary, grammar, and pronunciation. Besides, the psychological elements concern the students; learners are not confident, passive, and nervous. All data are 15 data, 9 data come from linguistics aspects, and 6 data from psychological elements. Those aspects hinder students in improving their speaking skills.

Furthermore, the study of Soreh, R., Pelenkahu, N., & Muntuuntu, M. (2022) entitled “Problems Encountered by the Students in Speaking English at Twelfth Grade of SMAN 2 Gemeh” concluded that the students of the twelfth grade of SMAN 2 Gemeh had problems in speaking English, they were: most of the students at the twelfth grade of SMAN 2 Gemeh, revealed poor grammar skills. Learners struggle to pronounce certain English words and lack fluency due to limited vocabulary. Another issue is that the students feel anxious and lack confidence when speaking English. Their difficulties in speaking English can be classified into two categories: linguistic and nonlinguistic. In the study of Jusuf et al., (2021) entitled “Students’ Performance in Speaking English” (A Case Study on Students’ Poor Performance in Speaking English),” The data revealed that the pupils’ poor performance in speaking English had been ascribed to a variety of factors. The study demonstrates that these elements stem from two distinct sources: internal factors from students’ perspectives and external factors from teaching and learning strategies. Furthermore, this study also discovers a new factor that impacts students’ speaking performance: lack of exposure to English

Differentiated Instruction

“Education for All” is the primary goal of Philippine education regardless of the “differences.” The Philippine Education for All (EFA) 2015 is an extensive program aimed at improving the quality of primary education for all individuals in the Philippines since 2015. The Philippine government is committed to improving the quality of education at all grade levels. The teachers are faced with addressing Filipino pupils’ diverse needs and characteristics and adapting their teaching methods to engage and inspire the students to study and learn effectively. In response to the different abilities and necessities of the students, the learning environment in a Philippine classroom with forty to fifty or more students will employ differentiated instruction. (Rita, M., Aranda, R., & Zamora, J., 2019).

Given that a heterogeneous class composition forms the pedagogical work base for teaching and learning processes, teachers are inevitably confronted with the professional demand to implement adequately adapted teaching practices tailored to their student’s needs (Pozas et al., 2020). As a result, policymakers urge teachers to utilize inclusive teaching practices to ensure that all students in a learning group receive valuable learning (UNESCO, 2020). One inclusive approach that is often discussed as a possible strategy to react adequately to students’ diversity is differentiated instruction (Bondie et al., 2019).

Differentiated instruction (DI) is a pedagogical theory founded on meeting the needs of academically diverse learners according to their readiness levels, interests, and learning profiles (Magableh & Abdullah, 2020). Moreover, according to Gheysens et al. (2020), differentiated instruction has been recommended as a

framework to enhance the inclusivity of classrooms by catering to individual learning needs and optimizing learning opportunities. In addition, differentiated instruction (DI) is a proactive teaching strategy emphasizing common goals for each student. It involves offering students several options to address differences in readiness, interest, and learning needs (Tomlinson, 2017). Therefore, Differentiated Instruction (DI) is a comprehensive teaching approach involving purposeful, well-organized, and reflective strategies teachers use to effectively address the diverse educational needs of all students in heterogeneous classrooms (Pozas and Letzel, 2020).

Considering all learners' capacities is crucial to providing optimal learning opportunities for all pupils. Therefore, progress and improvement in teaching strategies that follow students' demands are essential to improving student performance (Celik, 2019). DI can often be described as a set of teaching strategies that help teachers create positive and successful learning environments for all students, regardless of their characteristics. The effectiveness of DI is often linked to achieving optimal learning outcomes in terms of academic performance and achievement (Loreman, 2017). However, examining 21 studies showed a small positive effect of DI on students' academic achievement (Deunk et al., 2018). Nevertheless, no significant overall effect was found when DI was operationalized solely through grouping strategies. The results of a meta-analysis by Steenbergen-Hu et al. (2016) showed no significant impact of DI in the context of grouping practices on students' performance.

Meanwhile, (Ocampo, 2018) found a significant change between the pretest and posttest of the respondents in a study that looked at the impact of differentiated teaching on 150 Grade 11 senior high school students' reading comprehension levels. Even though the students' reading comprehension levels did not change due to some factors (e.g., restrictions in differentiating the lesson's content), the s, differentiated instruction improved students' reading comprehension and attitudes toward English learning.

Furthermore, Davidsen (2018) conducted another research to demonstrate the usefulness of tailored teaching in improving students' reading comprehension. A total of 128 third- graders were included in the study. The experimental group consisted of 64 students taught using modified teaching, whereas the comparison group consisted of 64 students taught using standard methods. The results of this quasi-experimental investigation took a year to disclose. The findings revealed that tailored instruction had a considerable favorable impact on students' reading comprehension. (Suson et al., 2020). Another study in the Philippines examined the use of differentiated instruction in enhancing basic reading comprehension. The Department of Education conducted the study in Cebu, Philippines. Basic random sampling was used to determine the population samples in this investigation. Three hundred fifty-two students were chosen at random as the study's samples. Specifically, the findings revealed no significant disparities between the kids' multiple intelligences and reading abilities. Intrapersonal and sequencing events, on the other hand, are determined to be substantial. The data enables a more comprehensive examination of the differences across different competencies. The results indicated that students who received differentiated instruction had enhanced reading comprehension. Additionally, research has demonstrated that children with diverse learning styles have higher academic performance when instructional strategies are customized to align with their individual preferences. Two differentiated instructions presented below helped the researchers with the study.

Storytelling used as an intervention

Storytelling is conveying something that contains an event through audio and visuals to provide

knowledge and messages in the story (Fauziah & Rahman, 2021). Moreover, storytelling communicates narratives that encompass real and fictional actions, experiences, or events. The storytelling method is a pedagogical approach used in early childhood education that involves presenting stories to children to facilitate their learning process. (Lestari, 2021) stated that storytelling activities, often called storytelling, are used to improve language development in children. This storytelling activity can enrich children's language and storytelling skills.

According to Iswinarti et al., (2020), storytelling is a storytelling activity to convey a certain purpose. Engaging in storytelling activities can greatly benefit children's development, particularly by enhancing their speaking skills. Moreover, (Fatimah & Mahmuddin, 2021) states that storytelling is an activity to convey and present a fun story in the form of a real or imaginary story that describes messages, ideas, and values.

Additionally, according to (Hasim, 2019), storytelling techniques are widely used by early childhood teachers to develop children's concentration power. The teacher tells stories by relying on the quality of the voice, facial expressions, and body movements. Employing storytelling can help children develop their language skills because by telling stories, children learn new vocabulary and develop their language skills. Students can also develop their attitude towards the messages into a story (Lestari, 2021).

The study by Solidum (2015) showed that using storytelling as a teaching-learning strategy is effective. After using the said teaching-learning strategy, the post-test scores of the students improved compared to the pre-tests. The students and faculty members who participated in the sessions gave positive inputs for the applied teaching-learning strategy. Moreover, (Alarilla, 2017) stated that storytelling increases children's vocabulary, fosters creative thinking, instills values, and makes learning more enjoyable.

Edgar Manaran, a fifth-grade English teacher from Maniki Central Elementary School used different stories, especially fairy tales and Filipino legends, originally in Tagalog. Moreover, local stories helped learners relate to the content, so learners were more willing to share their ideas and prior knowledge about the story in English. On the study of Gandeza, C. C., & Unciano, M. J. R. (2022) Results revealed that personal narratives as a pedagogical intervention for learners when guided accordingly and taken with utmost care and confidentiality provide fluidity in the creation of ideas and concepts, development of learners' logical and critical thinking, and develop the ability to reason out.

On the other hand, the ability to ask questions increases because, through storytelling, children gain new experiences and opportunities that stimulate their curiosity. The questions asked by the child used question sentences containing what, who, and why. This proves that children have also entered the stage of language development, namely understanding syntax (Maghfiroh & Eliza, 2021). Thus, (Yolanda & Muhid, 2022) assert that storytelling effectively improves children's socioemotional abilities by activating the prefrontal cortex and stimulating the good spot, as well as providing new insights and the presence of characters that can be imitated.

Roleplaying is used as an intervention

According to (Obijiofor, 2020), roleplaying is a teaching method that has received widespread attention and use in the educational system since the twenty-first century. He continues to explain that the current curriculum revision incorporates roleplay into pedagogy to increase students' enthusiasm for learning English. Supported by (CJ, 2018), roleplay is a method that can improve a student's speaking practice by making the student pretend to be another person, improvise accordingly, and contriving the real world in different scenarios.

Furthermore, according to (Hankin, 2019), roleplaying provides pupils with engaging communication. When combined with real-life situations or scenarios, the roleplay approach can provide pupils with a meaningful encounter. Another advantage of the roleplaying approach is that the teacher and students receive immediate feedback, which helps learners acknowledge their mistakes. Furthermore, this could be utilized to improve overall oral fluency.

According to Lunaria (2022), role plays give learners wonderful opportunities to participate in activities that reflect career-related situations. To help every learner fully use role-play sessions, role plays should be focused on content, congruent to the learning objectives, and related to real- world scenarios. Furthermore, role-playing activities can stimulate learners to engage in analytical and critical thinking when confronted with complex and difficult situations or themes, enabling learners to consider various viewpoints. Furthermore, the right utilization of role-playing can effectively inspire pupils to find studying enjoyable, relevant, and entertaining.

The study of Ampatuan and San Jose (2016) entitled Role Play as An Approach in Developing Students' Communicative Competence, examined the outcome of role play as an approach to developing the communicative competence of first-year students. The results revealed that role play as a communicative activity is a beneficial classroom method that helps students enhance their ability to communicate effectively and allows students to practice speaking English fluently and accurately. It was also discovered that role play was beneficial in developing students' communicative competence.

In addition, according to Anis (2020), role-playing is the best method for guiding children to learn English as their Second Language. Therefore, the applicability of role- playing as a teaching and learning method can reinforce learning and enhance knowledge retention among students in the classroom (Jiaotong-Liverpool, 2020).

Effects of differentiated instruction on learners

Today's classrooms are diverse, and the idea that students learn differently is not new (Magableh & Abdullah, 2020). Students are not the same in getting knowledge, although learners are in the same age group, and teachers should not teach learners in the same way, using the one-size-fits-all method (Dahnke et al., 2019). To address the range of needs present in mixed-ability classrooms, teachers should adapt their teaching methods to cater to the different needs of all students.

Differentiated instruction is a useful approach to teaching that allows teachers to adjust their teaching by considering learners' conditions and variabilities (Said & Ehsan, 2019). However, to successfully and appropriately implement differentiated instruction, teachers must acknowledge and understand students' readiness levels, interests, and learning profiles. (Tomlinson, 2021).

Moreover, according to Magableh and Abdullah (2021), differentiated instruction is a teaching approach that entails several strategies in which teachers adapt, modify, adjust, and change instruction to respond to students' diverse individual needs in heterogeneous classrooms. Given that heterogeneous class composition serves as the foundation for pedagogical work and learning processes, educators are generally required to employ teaching practices that are suitably modified and customized to meet the individual needs of their students. (Kärner et al., 2021).

Bloom's Taxonomy is based on the concepts of differentiated instruction. Teachers design their lesson

plans based on it, allowing low-level pupils to engage in activities focusing on remembering, learning, and acquiring knowledge and comprehension skills. The average class level can engage in activities involving application and analysis. In contrast, above-average students can engage in activities involving synthesis and evaluation (Kotob & Abadi, 2019).

Another educational theory that supports differentiated instruction is the constructivist learning theory. Constructivism is an “approach to education in which learners actively create, interpret, and reorganize knowledge in individual ways” (Shah, 2019). Moreover, Vygotsky’s Zone of Proximal Development (ZPD) is rooted in differentiated instruction (Magableh & Abdullah, 2020). (Vygotsky, 1978) states that the ZPD is the distance between what students can do alone without help and what they can do with the help of adults. Implementing differentiated instruction according to the Zone of Proximal Development (ZPD) offers advantages to students at all proficiency levels since it involves adapting and modifying their curriculum to provide appropriate difficulty levels. Therefore, all the groups, even the above-average students, will be on the right level.

On the other hand, research has revealed that students learn in various ways, influencing their engagement and motivation. As a result, instruction should be tailored to each student's needs. Changing teaching approaches to meet student learning preferences improves student motivation and performance (Malacapay, 2019). Moreover, differentiated instructions have been recommended for classrooms with students of different readiness, learning profiles, and backgrounds in English classrooms. This study aimed to elaborate on the implementation of differentiated instruction in terms of its advantages, and the challenges teachers and students encounter in implementing it. (Seni et al., 2022)

Several studies, including studies on within-class differentiated instruction in secondary education, are scarce; some studies showed positive effects of differentiated instruction on student achievement. The first study (Nteli & Zafiri, 2017), The Development of Speaking Skills, used the Immersion Teaching Model: A Case Study of a 5th Grade Greek Primary Class in an EFL Context. To differentiate the learning processes, this study examines how students ‘speaking abilities grow utilizing the Immersion Teaching Model (ITM). The research findings indicate that students with a basic level of language proficiency may experience improvement in their speaking ability. Still, no difference was found for students with no speaking proficiency, indicating the need for additional differentiation. The ITM treatment has proven highly effective in enhancing student motivation and is easily applicable in EFL classrooms. In addition, Mavidou and Kakana (2019) stated an increasing interest in research on differentiated instruction as a vigorous way of supporting different students in their knowledge acquisition and skills. On the other hand, it also breaks down the obstacles that prevent their distinctive abilities from effectively showing their maximum potential as students.

Another study by Dunn et al., (2019) at an elementary school revealed that students who received accommodations through DI performed significantly better than their peers who did not receive the same support. Also, Aljaser (2019) investigated the impacts of differentiated instruction in the classroom for 12 weeks and discovered that this instructional approach enhances student motivation and linguistic proficiency in the school. In Aljaser's study, teachers in the control group employed conventional teaching methods, including rote memorization of content, when instructing the pupils. In contrast, the students in the experimental group were taught through hands-on tasks, while students who performed poorly received assistance from their peers with differentiated materials that were divided into three levels: production without guidance, production with prompts to develop tasks, and material that represented the study’s contents.

Aside from the studies mentioned above, many researchers also investigated the effects of differentiated instruction on enhancing students' learning in different school subjects and in different English language skills. Some of these studies are Hassan (2016), Ismajli and Imami- Morina (2018), Magableh and Abdullah (2019), Mavido and Kakana (2019), Awofala & Lawani (2020), and Lai (C.), Zhang, W., & Chang (Y. 2020).

Differentiated instruction has gained recognition and respect as a highly effective method for meeting the needs of diverse learners in the classroom. This method enables teachers to assess the readiness of individual students while simultaneously delivering instruction and evaluation that align with the same topic standards for all students (Fairbairn & Jones-Vo, 2019). However, instructors cited two major impediments to differentiation (McMahon, 2019): a lack of time and insufficient resources. In addition, according to instructors, these include restricted access to differentiated materials, inadequate time to cooperate, trouble producing resources, and ineffective training. (McMahon, 2019).

Thus, teachers must provide more opportunities for their pupils to express themselves by giving speaking exercises that allow pupils to speak English. Speaking activities should require students to use vocabulary, grammar, pronunciation, and fluency (Ofllazs, 2019).

Differentiated instruction has effectively addressed the different academic needs of talented and blended student populations (Gheyssens et al., 2020). Thus, teachers carefully prepare their lessons in advance, considering their students' specific needs. Although the transition to learner- centered education is seen as a positive development, most pre-service and in-service instructors feel unequipped to meet the academic needs of a heterogeneous class (SCDE, 2018 & Clark, 2020).

3. Research Methods

Research Design

The researchers employed a quantitative research. Creswell (2007) defined quantitative research as testing objective theories by examining the relationship among variables. Quantitative data is typically collected in numerical form and analyzed using statistical analysis. The researchers utilized pre-tasks and post-tasks in a particular class in one of the private schools in Arayat, Pampanga. Creswell states that before a participant receives treatment in an experiment, a pre-test examines certain qualities or traits that will be evaluated.

Conversely, a post-test measures certain attributes or characteristics that study participants assess after treatment. With differentiated instructions, the researchers conducted this study to evaluate the effectiveness of differentiated instruction in enhancing learners' speaking skills. The researchers employed a quasi-experiment. Quasi- experimental studies evaluate the association between an intervention and an outcome using experiments in which the intervention is not randomly assigned (Schweizer et al., 2016). Researchers obtained an important information on the effects of interventions while considering respondents differences by combining pre-task and post-task evaluations in a quasi-experimental approach. Using a combination of pre-task and post-task activities within a quasi-experimental design, researchers gathered valuable data on the impact of interventions while considering for pre-existing differences among the respondents.

Respondents

The study's respondents consisted of eighteen grade six pupils who were currently enrolled in one of the private schools in Arayat, Pampanga, during the Academic Year 2023 - 2024. According to Brunell (2012) as sixth-grade pupils transition into adolescence, developing strong social communication skills becomes increasingly

important. Improving speaking skills in sixth grade is crucial for their academic success and prepares pupils for the challenges and opportunities before entering Junior High School.

Data Collection Procedure

At the initial stage of data collection, permission to conduct the study was requested from the principal of one of the private schools in Arayat, Pampanga. Upon the approval of the school administration, the researcher sought permission from the respondents' advisers and parents. As consent was obtained, the researchers explained to the respondents the importance of their participation in the study.

All respondents engaged in a pre-task activity (extemporaneous) where researchers prepared six questions, which the research adviser verified. The pupils randomly selected one question to answer. Furthermore, the researchers encouraged and emphasized the importance of honest answers to respondents. This approach is crucial as it ensured that the collected data is more accurate and valid, enhancing the overall quality of the research findings. Respondents' answers assisted the researchers in assessing the following five dimensions of speaking skills: vocabulary, grammar, pronunciation, fluency, and comprehension. This helped the researchers evaluate and investigate the challenges encountered by the pupils regarding their speaking skills.

To facilitate pre-task and post-task data collection, the researchers used a scoring rubric, specifically the Scoring Rubric for Speaking, to evaluate pupils' speaking skills. Skills are assessed in the following areas: pronunciation, vocabulary, grammar, fluency, and content. Moreover, to ensure the results' accuracy, validity, and reliability, two raters evaluated each pupil's speaking skills. The researchers converted the pupils' responses into numerical data with the assistance of the scoring rubric. The respondent's lowest possible score is one, and the highest is five. To determine the level of speaking skill possessed by learners, the sum of all of their scores yields the following levels: Level 1 (Beginning) scores 5 to 11; Level 2 (Intermediate) scores 12 to 18; Level 3 (Advanced) scores of 19 to 24 (Advanced); for Level 4 (Proficient) scores of 25. After completing the pre-task activity, the researchers introduced a specific topic or lesson. Afterward, the researchers gave the pupils an activity. The class was divided into two groups. The first group engaged in storytelling. Then, the second group was subdivided into two groups, each of which performed a roleplay. The activities were directly relevant to the lesson being discussed. Following the implementation of differentiated instruction, a post-task was conducted to assess the effectiveness of roleplaying and storytelling in improving the learners' speaking skills. The necessary data was acquired and gathered based on the responses and performance exhibited by the respondents throughout the implementation process.

The researchers interpreted the data using descriptive statistical techniques, including the mean, frequency, and paired t-test tools. To determine the average performance scores of pupils in five key areas of speaking skills: vocabulary, grammar, pronunciation, fluency, and comprehension, mean was utilized. Moreover, frequency was used to quantify the number of occurrences of specific scores or performance level in each areas of speaking skills. Lastly, paired t-test was employed to compare if there were significant difference on pupil's speaking performance scores before and after the implementation of differentiated instructions. The data collected from the implementation of differentiated instruction using roleplaying and storytelling was thoroughly analyzed and interpreted by a statistician. This thorough examination ensured the validity, accuracy, and reliability of the findings and results.

4. Results and Findings

Table 1.1. Speaking skills of the respondents before the implementation of differentiated instruction using storytelling

Scores	Frequency	Percent
	age	
Level 1 (Beginning) scores 5 to 11	1	10.00
Level 2 (Intermediate) scores 12 to 18	9	90.00
Level 3 (Advanced) scores of 19 to 24	0	0.00
Level 4 (Proficient) scores of 25	0	0.00
Total	10	100.00

Table 1.1 shows the speaking skills of the respondents before the implementation of differentiated instruction using storytelling. Out of 10 respondents, 1 (10.00%) of the respondents falls under the category of Level 1 (Beginning), while 9 (90.00%) of the respondents were Level 2 (Intermediate). On the other hand, Level 3 and Level 4 did not meet the respondents. This implies that the majority of the pupils were under the intermediate (Level 2) before the implementation of differentiated instruction using storytelling.

According to the study of Muamaroh and Rahayu (2022) the findings show that there are two aspects of students' problems in learning English-speaking skills, namely linguistics aspects and psychological aspects. The linguistic elements include the lack of vocabulary, grammar, and pronunciation. Besides, the psychological elements concern the students; learners are not confident, passive, and nervous.

Table 1.2. Speaking skills of the respondents before the implementation of differentiated instruction using roleplaying

Scores	Frequency	Percent
	age	
Level 1 (Beginning) scores 5 to 11	2	25.00
Level 2 (Intermediate) scores 12 to 18	5	62.50
Level 3 (Advanced) scores of 19 to 24	1	12.50
Level 4 (Proficient) scores of 25	0	0.00
Total	8	100.00

Table 1.2 reveals the speaking skills of the respondents before the implementation of differentiated instruction using roleplaying. Two (25.00%) respondents were level 1 (Beginning), ranging from 5 to 11 scores. Level 2 (Intermediate) scores from 12-18 have 5 (62.50%) respondents. In addition, 1 (12.50%) respondents were level 3(Advance), ranging from 19 to 24 scores. Lastly, no respondents at level 4 (Proficient). This implies that most pupils were at the intermediate level, while fewer were at the beginning and advanced level before the implementation of differentiated instruction using roleplaying. As evidenced by the study of Castañeda (2019), students have few opportunities to engage in speaking activities in the classroom and practice their speaking skills outside of school, thus, resulting in difficulties in grammar, pronunciation, and vocabulary as impediments to speaking fluency (Suryani et al., 2020).

Table 2.1. Speaking skills of the respondents after the implementation of differentiated instruction using storytelling

Scores	Frequency	Percent
	age	
Level 1 (Beginning) scores 5 to 11	0	0.00
Level 2 (Intermediate) scores 12 to 18	6	60.00
Level 3 (Advanced) scores of 19 to 24	4	40.00
Level 4 (Proficient) scores of 25	0	0.00
Total	10	100.00

Table 2.1 shows the speaking skills of the respondents after the implementation of differentiated instruction using storytelling. Out of 10 respondents, 6 (60.00%) of the respondents falls under the category of Level 2 (Intermediate), while 4 (40.00%) of the respondents were Level 3 (Advanced). On the other hand, Level 1 and Level 4 did not meet the respondents. This implies that the majority of the pupils have remained at the intermediate level and some have progressed to the advanced level after the implementation of differentiated instruction using storytelling.

This is revealed in the study by Iswinarti et al. (2020), storytelling is an activity to convey a certain purpose. Thus, employing storytelling can help children develop their language skills, because by telling stories, children learn new vocabulary and develop their language skills. (Lestari, 2021). The pupils also used language fillers as friends because it gives them the language confidence to speak fluently and elaborate on ideas. It also allows them to connect experiences and ideas towards a subject. It also helps them compose themselves with the proper emotions to deliver specific ideas, knowledge, and concepts, hindering their nervousness. Language fillers were played in their everyday conversations. Gandeza, C. C. (2023).

Table 2.2. Speaking skills of the respondents after the implementation of differentiated instruction using roleplaying

	Scores	Frequency	Percent
		age	
18	Level 1 (Beginning) scores 5 to 11	0	0.00
	Level 2 (Intermediate) scores 12 to	3	37.50
	Level 3 (Advanced) scores of 19 to 24	3	37.50
	Level 4 (Proficient) scores of 25	2	25.00
	Total	8	100.00

Table 2.2 reveals the speaking skills of the respondents after the implementation of differentiated instruction using roleplaying. Out of 10 respondents, no respondents (0.0%) falls under the category of Level 1 (Beginning). While, 3 (37.50%) respondents were Level 2 (Intermediate), ranging from 12 to 18 scores. Level 3 (Advanced) scores from 19 to 24 have 3 (37.50%) respondents. In addition, 2 (25.00%) respondents were level 4 (Proficient), scores 25. This implies that the most students were at the intermediate (Level 2) and advanced level (Level 3), while a few have reached the proficient level (Level 4) after implementing differentiated instruction using roleplaying. As indicated in the study of Ampatuan and San Jose (2016), they examined the outcome of role play as an approach to developing the communicative competence. The results revealed that role play as a communicative activity is a beneficial classroom method that helps students enhance their ability to communicate effectively and allows students to practice speaking English fluently and accurately. It was also discovered that role play was beneficial in developing students' communicative competence.

Table 3.1. Significant difference between the pre-task and the post-task scores of the respondents using storytelling

variables		p-value	Verbal Interpretation
pre-task scores	post-task scores	0.001	Highly Significant
Legend			
Scores		Verbal Interpretation	
p-value <.01		- Highly Significant	
p-value <.05		- Significant	
p-value >.05		- Not Significant	

Table 3.1 presents a p-value of 0.001, which is less than 0.01. Therefore, there is a highly significant difference between the respondents' pre-task and post-task scores using storytelling. This implies that the respondents improved their speaking performance using storytelling as differentiated instruction.

This further affirms the study of Solidum (2015) showed that using storytelling as a teaching- learning strategy is effective. After using the said teaching-learning strategy, the post-test scores of the students improved compared to the pre-tests. The students and faculty members who participated in the sessions gave positive inputs for the applied teaching-learning strategy.

Moreover, (Alarilla, 2017) stated that storytelling increases children's vocabulary, fosters creative thinking, instills values, and makes learning more enjoyable.

Table 3.2. Significant difference between the pre-task and the post-task scores of the respondents using roleplaying

variables		p-value	Verbal Interpretation
pre-task scores	post-task scores	0.001	Highly Significant
Legend			
Scores		Verbal Interpretation	
p-value <.01		Highly Significant	
p-value <.05		Significant	
p-value >.05		Not Significant	

Table 3.2 demonstrates a p-value of 0.001, which is less than 0.01. therefore, there is a highly significant difference between the respondents' pre-task and post-task scores using roleplaying. This implies that the respondents improved their speaking performance using roleplaying as differentiated instruction.

This is revealed in the study by Dunn et al. (2019) which revealed that elementary students who received accommodations through differentiated instructions performed significantly better than their peers who did not receive the same support. Moreover, considering all learners' capacities is crucial to providing optimal learning opportunities for all pupils. Therefore, progress and improvement in teaching strategies that follow students' demands are essential to improving student performance (Celik, 2019); Javillo, E. J. (2023).

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6. Conclusion

The findings of this study indicate that the majority of respondents were initially categorized at the

intermediate level in their speaking performance prior to the implementation of differentiated instructions. However, after the introduction of two differentiated instruction— storytelling and roleplaying, the respondents' speaking skills significantly improved. Furthermore, a highly significant difference was observed between the respondents' pre-task and post-task scores. These results suggest that the differentiated instruction using roleplaying and storytelling were effective in enhancing the speaking skills of the respondents, leading to the rejection of the null hypothesis.

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